

**Peer Mentoring  
992552**

**DO NOT MAKE ENTRIES ON THIS SHEET. IT IS FOR DISPLAY ONLY**

**Student Fee allocations**

	16-17 Actual	17-18 Actual	18-19 Budget	19-20 Proposal	19-20 Difference	% 19-20 Difference
<b>Base amount</b>	\$ -	\$ -	\$ -	\$ 15,400		N/A
<b>61000 - Salary</b>	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
<b>62000 - Wages</b>	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000	N/A
<b>63000 - Benefits</b>	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
<b>71000 - Current Expense</b>	\$ -	\$ -	\$ -	\$ 3,400	\$ 3,400	N/A
<b>75000 - Travel</b>	\$ -	\$ -	\$ -	\$ 2,000	\$ 2,000	N/A
<b>76000 - Scholarships</b>	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
<b>77000 - Capital Outlay</b>	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
<b>Total Expense</b>	\$ -	\$ -	\$ -	\$ 15,400	\$ 15,400	N/A
<b>One time request</b>				\$ -	\$ -	N/A
<b>Total Request</b>	\$ -	\$ -	\$ -	\$ 15,400	\$ 15,400	N/A
<b>Carry Forward</b>	\$ -			\$ -	\$ -	N/A

Notes, including any one-time request(s):

## **STUDENT FEE RECOMMENDATION COMMITTEE FEE REQUEST QUESTIONNAIRE FOR 2019-2020**

Department or Program Name: **Peer Mentor Program**

Name & E-Mail: **Olga G. Antonio, [olgaantonio@weber.edu](mailto:olgaantonio@weber.edu)**

Phone: **801-626-7332**

Location: **Shepherd Union 232D**

**Return Fee Request (this Questionnaire and the attached Spreadsheet) via email by Wednesday, December 5, 2018, at 4 pm to Jennifer Brustad at [jenniferbrustad@weber.edu](mailto:jenniferbrustad@weber.edu).**

**Note: All Student Affairs units must review fee requests with their SAMC representatives prior to submission.**

*Please respond to all of the following questions in a brief and concise manner (do not exceed 5 pages for questions 1-5).*

### **1. What is your overall mission?**

The Peer Mentor Program's overall mission is to provide peer to peer mentoring, involvement and reflection to create opportunities to develop self-advocacy in navigating campus resources, connecting to peers and WSU and preparing to graduate successfully. Our vision is that students will be empowered to be self-sufficient and interdependent learners to achieve personal, academic and professional success. We want students to know they have the ability to identify their needs and advocate for them to access resources they may need to succeed. We focus our work by addressing ten learning outcomes under three focus areas: navigate, connect, graduate (all listed under assessment question #3).

The focus of the program came from a literature review of two things: needs of college students (underrepresented students in particular), and mentoring best practices. A need that stands out is the needs for students to understand how to navigate college, particularly if they are first generation college students, or students from underrepresented populations. For this reason, we address things like learning about campus resources, understanding CatTracks, networking, time management, goal setting, talking to faculty, etc. - topics that students may take a little longer to "get" if they have not been exposed to it before. Another important need is the sense of belonging that students from underrepresented backgrounds may struggle to find. Feeling like you belong at your university helps students be more likely to stay and graduate. For this reason, we also address issues that are connected to finding your place at WSU, including purposeful involvement, social identity and even exploring what success and failure mean to them. Social identity conversations have been crucial to helping students (from any background) understand themselves and others better, and see themselves as part of a diverse and welcoming campus community.

### **2. What do students gain from participating in your program/facility that contributes to**



### **the success of a student's educational experience at Weber State?**

Mentoring best practices include the ability to establish meaningful relationships, having regular meetings, and talking about substantial topics. The Peer Mentor Program is set up in a way that allows mentees and mentors to work together for a year. In their mentoring sessions (in one-on-one and small group settings), mentors facilitate conversations about relevant topics that address the identified needs of our students. Mentors use the Peer Mentor Program mentoring curriculum to guide these conversations. A list of lesson plan topics are included at the end of this questionnaire.

**Because** of this set up, students gain skills or experiences which address the needs and best practices listed above. For example, mentees build meaningful relationships with their mentor because they meet throughout the year. Mentees start building a network of support because of their small groups and social events. This addresses their sense of belonging. Their mentoring sessions feel relevant because there is always a prepared topic to discuss if the student doesn't have particular questions. Mentees have the opportunity to meet with counselors from the Center for Multicultural Excellence as added staff support if they are in a scholarship program. These topics and support address college knowledge, sense of belonging, and learning that are relevant to preparing students to be self-aware and lead meaningful lives. Sample quotes regarding mentee learning include:

*"I have learned many things like; Talk to your professors, never procrastinate, get involved, and many other things. This program really pushed me to do better. Me being around people who are doing great in school really pushed me to do better in school!"*

*"The program made me think more about my identity and how important that is to me. Not only that but I also thought more about how people think about themselves and the community that we live in. The program made me feel very welcome on the campus and gave me a good network to get support from."*

*"Being a non-traditional student, it has been very scary to attempt to return to college. [My mentor] has made that transition meaningful and easier.... I would love to continue being part of the program."*

*"When we would meet with our group and the other students talked about their struggles with different classes I would sometimes feel the same thing and knew that I wasn't alone. Listening to them talk about getting help made me more open to ask for help."*

Peer Mentors also gain valuable experiences. Two certification programs provide meaningful training and recognition. Through the national Certified Peer Educator program, mentors complete training, pass a certification exam, and receive a certificate, resume attachment and access to an online community of peer educators. Through the College Reading and Learning Association (CRLA)- International Mentor Training Program Certificate (IMTPC), an international program, mentors are provided a set of guidelines to achieve. One of our mentors recently received the Outstanding Mentor of the Year Award from CRLA and was able to attend their annual conference. A year ago, another mentor received the Undergraduate Rising Star Award. Another mentor is currently serving on a national Student Advisory Council on peer education.



These opportunities provide great professional development and real-world application experience for student employees. Peer Mentors have been able to proudly represent Weber State at state, regional and national conferences by presenting on the Peer Mentor Program and have received recognition for their work. This kind of confidence boost will be valuable as they pursue their life goals *and* as they continue their involvement at WSU.

**3. Describe, in general, the evaluation process that your program/facility uses to assess your ability to meet your mission.**

At the end of fall, we invite mentees to provide feedback regarding their **Peer Mentor** as well as the different **program components** like the one-on-ones, group meetings, workshops, etc. At the end of spring, we invite mentees to provide feedback on their **Peer Mentor** as well as to tell us about their **learning** as a result of being in the program. The learning assessment is based on the ten learning outcomes. These evaluations are done online through assessment tools available to staff (Campus Labs and now Qualtrics). Peer Mentors receive a summary of their feedback. Results of student learning from the past three years include:

<b>A&amp;D PEER MENTOR PROGRAM LEARNING OUTCOMES (Percentage of students who Agreed/Strongly Agreed they learned about the particular LO)</b>			
STUDENTS WILL ...	2015-2016	2016-2017	2017-2018
...identify campus resources for needs like financial aid, registration and academic and personal wellness	96.30%	100%	100%
...access resources on campus to meet their needs and/or enhance their college experience	88.89%	95.83%	100%
...describe the value of engaging with peers in activities and/or organizations on campus	81.48%	95.83%	95.70%
...describe how their social identities influence their relationship with their peers, faculty and staff	88.89%	91.66%	91.30%
...describe how their social identities influence their educational experience	85.18%	95.83%	95.70%
...articulate a meaningful connection to the University	88.88%	91.66%	91.30%
...describe the value of investing time in skills development and engaging in networking opportunities.	74.07%	87.50%	100%
...identify and communicate their strengths and areas of growth	96.30%	91.66%	100%
...identify, develop and appropriately apply their leadership skills	85.18%	95.83%	100%
...articulate steps to achieve their plan for graduation and beyond.	92.60%	95.83%	91.30%



**4. State any increases you received from student fees for 2018-19 (if any), and explain how the increases were/will be used.**

The Peer Mentor Program did not receive student fees for 2018-2019. In the past, the Center for Multicultural Excellence has funneled some of their student fee funding as support for Peer Mentor wages. Because the program needs additional support to accommodate for its growth, this is the first time the program will be asking for student fees on our own.

**5. Describe any increases you are requesting from student fees for 2019-20 and explain your justification for the request. Each requested increase must be listed and described in your narrative (e.g., compensation, new positions, wage increases, travel, new programmatic initiatives, etc.). Any increase described in your narrative must be itemized on your budget spreadsheet (see question 6 below).**

**1. Student Staff Wages (Peer Mentors) - \$10,000**

The Peer Mentor Program originally started under the CME and was moved under Access and Diversity (A&D) to report directly to Dr. Romo, Executive Director. As of today, the Center for Multicultural Excellence (CME) has continued to support peer mentoring efforts by funneling \$10,000 to the Peer Mentor Program for student wages. Starting fiscal year 2019-2020, the CME support will only be \$5,000 as the Peer Mentor Program grows and transitions into a more independent program.

The Peer Mentor Program has also seen growth in number of students participating which has created a positive need for more Peer Mentors. In the past, we have only been able to hire two to three students without work study every year and focus on hiring students with work study. As the need for mentors increases, it becomes more challenging to only consider students with a work study award. Everybody is affected by this. Mentees could be on a waitlist as we keep looking for eligible mentors; they also miss out on students who would be amazing mentors but can't be hired by the Peer Mentor Program because it would be fiscally irresponsible to do so. Potential mentors also miss out on this great opportunity to be a mentor and gain valuable skills and experiences. The program, of course, also misses out on hiring students who would be excellent additions to the team only because they do not have work study (because they are international students, undocumented students, or just didn't apply for FAFSA, or applied late, or applied and didn't qualify, etc.). Even if only hiring students with work study, the need for more mentors will increase the required budget for student wages.

For these reasons, I am requesting **\$10,000** for student wages: \$5,000 to make up for the difference between what the CME has allocated before and what it will allocate during 2019-2020, and \$5,000 to hire more students as Peer Mentors, including students who may not qualify for or have work study awarded. For reference, \$5000 would be enough for one Peer Mentor without work study working about 15 hours per week at \$9, or for 7 Peer Mentors on work study working 15 hours per week at \$9 per hour. This \$9/hr wage is the wage at which we we have

started new mentors. Of course, hours per week may vary.

	Wage/h r	Hours/Week	Program Responsibility, 32 weeks (w/o benefits)
With Work Study	\$9	15	\$648 per mentor (15%)
W/out Work Study	\$9	15	\$4,320

## 2. Conference Attendance (Mentors and Mentees) - \$5,400

Attending conferences has been a highlight for the Peer Mentors who have attended. They bring back information to improve our program, and they receive recognition as they represent Weber State University. WSU has great mentoring initiatives and I hope to continue to engage students in my program with the opportunities at regional and national levels. The conference that is connected to the Certified Peer Educator training is also open to students who are interested in peer leadership, even if they are not mentors. It would be a beneficial program addition to take both mentors *and* mentees to these conferences to both present on our program and to learn about other programs. Based on this year's conference, estimated financial needs to make this happen for 4 students (mentors and/or mentees) would include \$350 registration per person (\$1,400), \$500 airfare per person (\$2,000) and lodging for 3 days (\$2,000). Because prices fluctuate, asking for \$5,400 is a reasonable and safe amount to have available to make plans early in the year.

**6. Complete the attached spreadsheet outlining your overall budget and any requested increase. Each requested increase described in your narrative (see question 5 above) should correspond to the line items in the spreadsheet column "19-20 Change."**

### List of Lesson Plan Topics

Individual Introductions	Impostership	Defining Success and Failure
Group Introductions and Expectations	Inclusivity Statement	Purposeful Involvement
SMART Goal Setting	Social Identity	Registration Preparation
Making the Most of Your Advisor Meeting	Diversity Toss	Introduction to Cattracks
How to Talk to Faculty	I am From Poem	End of Term Reflection
Time Management	Networking	Values

*If you have any questions, please contact Jennifer Brustad at 626-8904, [jenniferbrustad@weber.edu](mailto:jenniferbrustad@weber.edu); Dave Taylor at 626-6737, [dtaylor@weber.edu](mailto:dtaylor@weber.edu); Daniel Kilcrease at 626-6008, [dkilcrease@weber.edu](mailto:dkilcrease@weber.edu); or Brett Perozzi at 626-6008, [brettperozzi@weber.edu](mailto:brettperozzi@weber.edu).*